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ABSTRACT

Recent educational developments in Nigeria reflect an attempt to replace British colonial influences with a system more suited to the needs of the Nigerian people. In accordance with the objectives of redefining educational values and practices, a new national educational policy was established in 1973 to emphasize lifelong learning, community needs, modern instructional techniques, and work/study programs. To implement these programs, financial allocations for education have been increased each year since 1972 and are distributed by the Federal Ministry of Education in such a way as to insure uniformity of standards and conditions in all areas and on all levels. The six-year primary education program is free and universal from the age of six and is expected to be compulsory by 1979. The five-year secondary system, two-year advanced secondary program, and university programs are being broadened to ensure equality of access for all students. Teacher education has been given high priority since 1974, at which time an emergency teacher training program was instituted to produce 163,000 additional teachers to meet universal primary education goals. A shortage of trained teachers, however, remains one of Nigeria's major educational problems, along with widespread illiteracy, structural imbalance between primary and secondary levels, and dearth of vocational and special education programs. (Author/DB)

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FEDERAL REPUBLIC OF NIGERIA

Report on Major Trends In Education

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SO 010 365

I. INTRODUCTION

1. Nigeria like other countries with a recent colonial past inherited a system of education the aims, structure and operations of which were not suited to the needs and aspirations of its peoples. For this reason Nigeria has since independence in 1960, placed great emphasis not only on increasing educational opportunity for all its citizens, but also on redefining the values and practices of its educational system.

2. It was against this background that the Federal Military Government of Nigeria organised a seminar of distinguished educational experts in 1973 to examine the existing educational system with a view to evolving a new National Policy on Education that is closely related to the socio-economic needs and goals of the country.

3. That seminar defined the kinds and levels of education which Nigeria should have. It listed certain fundamental educational aims and objectives for the country as follows:

(i) the inculcation of national consciousness and national unity;

(ii) the inculcation of the right type of values and attitudes for the survival of the individual and Nigerian society;

(iii) the training of the mind in the understanding of the world around;

(iv) the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of the society.

II. NEW NATIONAL POLICY:

1. The essence of the new policy are as follows:

(i) Education will continue to be highly rated in the national development plans, because education is the most important instrument of change as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution;

(ii) Lifelong education will be the basis for the nation's educational policies;

(iii) Educational and training facilities will be multiplied and made more accessible, to afford the individual a far more diversified and flexible choice;

(iv) Educational acitivity will be centred on the learner for maximum self-development and fulfilment;

(v) Universal basic education, in a variety of forms, depending on needs and possibilities, will be provided for all citizens;

(vi) Efforts will be made to relate education to overall community needs;

(vii) Educational assessment and evaluation will be liberalised by basing them in while or in part on continuous assessment of the progress of the individual;

(viii) Modern educational techniques will be increasingly used and improved at all levels of the education system;

(ix) The education system will be structured to develop the practice of self-learning;

(x) At any stage of the educational process after primary education, an individual will be able to choose between continuing his full-time studies, combining work with study, or embarking on full-time employment without excluding the prospect of resuming studies later on;

(xi) Opportunity will continue to be made available for religious instruction. No child will be forced to accept any religious instruction which is contrary to the wishes of his parents; and

(xii) Physical education will be emphasised at all levels of the education system.

2. The Universal Primary Education which was launched in 1976 was an attempt to attain the first of these objectives. Since 1976 primary education in Nigeria has become free and universal from the age of 6 and is expected to be compulsory by 1979. Education at other levels is being broadened to offer more opportunities and ensure equality of access for all children. A National Implementation Task Force will soon be set up in an attempt to pursue active realisation of the objectives.

3. System of Educational Administration

The Federal Republic of Nigeria consists of 19 States. Each State in the Federation has its own Ministry of Education, making a total of twenty such Ministries, including the Federal Ministry of Education. Most States have decentralized and delegated some of their functions to Local Education Authorities or Local School Boards.

4. Role of Federal Ministry of Education

Even though Federal Government finances or pays for a significant part of education at all levels, its role remains basically that of a supervisor and co-ordinator. It is the responsibility of the Federal Ministry of Education to define national policy objectives, to ensure uniformity in standards and conditions of service of teachers and to facilitate exchange of information between the States. The Federal Ministry of Education also handles all aspects of international education. Nevertheless, the increased financial support had inevitably led to some measure of control by the Federal Government. Essentially, the nature of this control is in the form of ensuring proper expenditure of funds for Federal projects and that data necessary for accurate financial and planning projections are collected and collated. The Federal Government now runs 38 institutions, including various types of secondary, Arts and Science Schools and Teacher Training Colleges.

5. University and Higher education throughout Nigeria is Federal responsibility. The 13 existing Universities are managed by the Government through the National Universities Commission established in 1974.

6. Role of State Ministry of Education

Most of the other educational institutions in Nigeria are controlled by the State Ministries of Education with financial assistance from the Federal Government.

7. Role of Local Education Authorities and Local School Boards

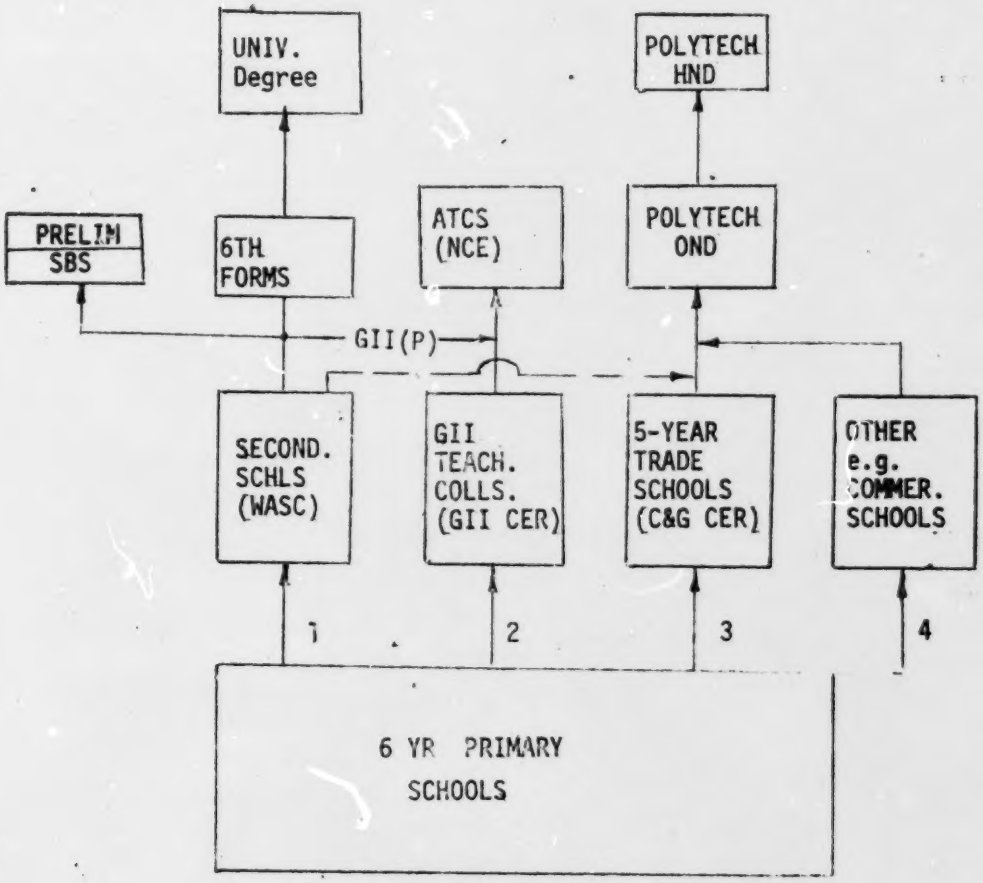
The Local Education Authorities and School Boards deal mainly with primary education with grants from the State Governments.

8. Between 1972 and 1977, Federal Government recurrent and Capital expenditures for education at all levels were approximately at:-

Year	Recurrent Expenditure	Capital Expenditure
	₦	₦
1972/73	9,257,020	23,229,000
1973/74	14,110,198	67,593,800
1974/75	92,678,460	213,052,860
1975/76	240,196,680	456,059,030
1976/77	443,058,678	598,764,890

9. Structure and Organization

Current educational structure and organization in Nigeria comprises a 6-5-2-3 system. This means six years of primary, five of secondary, two of Sixth Form or equivalent and three of University. The various ways and means of reaching the tertiary level may be diagrammatically illustrated as follows:-



UNIV - UNIVERSITY
SBS - SCHOOLS OF BASIC STUDIES
PRELIM - UNIVERSITY PRELIMINARY COURSES
GII(P) - GRADE TWO (Pivotal) - for Sec. School Leavers
ATC - ADVANCED TEACHER TRAINING COLLEGES
NCE - NIGERIA CERTIFICATE OF EDUCATION
OND - ORDINARY NATIONAL DIPLOMA (BRITISH EXA.)
HND - HIGHER NATIONAL DIPLOMA (" ")
C & G - CITY & GUILDS CERTIFICATE
NOTE: - The figures 1, 2, 3, 4 indicate the routes for various specializations or vocational orientations.

10. Curricula

Curriculum development takes account of the varying needs and requirements of the States. Many State Governments have developed science, language and arts courses for primary schools. There are experimental programmes on using the mocher-tongue as a medium of instruction at the primary level.

The Nigeria Education Research Council established in 1972 co-ordinates, among other functions, curriculum development and disseminates such information.

11. Teacher Education

11.1 Teacher education is given high pricrity because it is crucial to education. The Federal Government has therefore assumed full financial responsibility for such training at all levels.

11.2 There are three Categories of teacher training institutions in Nigeria:

(i) Grade II Teachers' Colleges which award Grade II Teachers' Certificate for Primary School Teachers

(ii) Advanced Teachers' Colleges or Colleges of Education attached or affiliated to Universities and offering courses leading to the award of Nigeria Certificate in Education (N.C.E.) and

(iii) University Institutes or Departments of Education offering courses leading to the award of degrees in education and the Graduate Diploma in Education.

11.3 To train enough teachers for the Universal Primary Education (UPE) Scheme, the Federal Government launched an emergency Teacher Training Programme in September 1974. This was designed to produce 163,000 additional

teachers required for the Scheme. The number of teacher educators required to produce the additional 163,000 trained teachers for UPE is about 8,000. Since 1974 teachers are being recruited from all parts of the world. Simultaneously, Government has been increasing the production of teacher educators by establishing more Advanced Teachers' Colleges. It has also set up training institutions for technical teachers. There are also various in-service training programmes for teachers, including distance education.

III. DEVELOPMENT OF EDUCATION 1974-76:

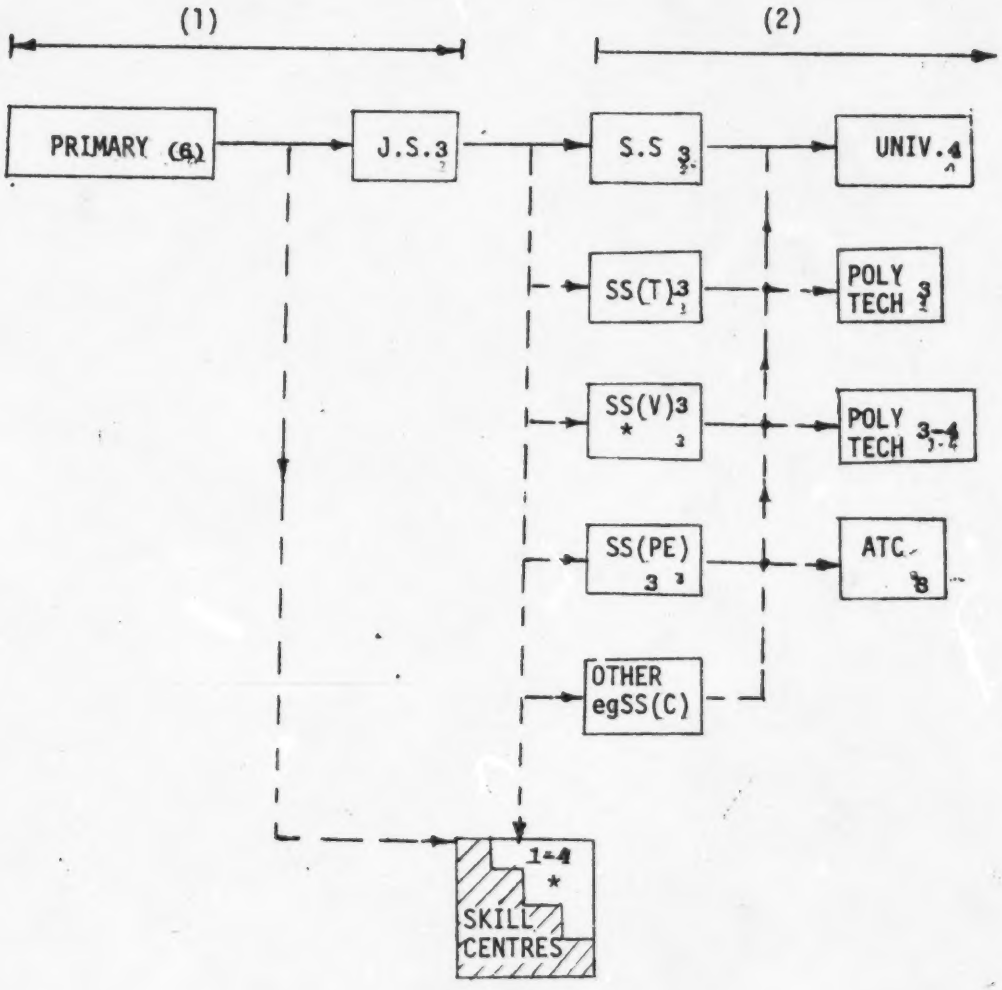
1. New Orientation

The most significant aspect of the new educational policy in Nigeria is the 6-3-3-4 system which will replace the present 6-5-2-3. The second stage (Junior secondary) is designed to offer continuing basic education and vocational advice and orientation. Those who leave school at this stage are expected to possess improved communication skills and some basic scientific and technical skills which will make them employable in commerce or industry.

The third stage and the tertiary levels are expected to meet the middle and higher manpower needs of the nation towards rapid economic growth. The senior secondary schools will provide alternative routes to higher education, such as University, technical and technological, agricultural or vocational education, etc.

The 3-3 arrangement will affect the Grade II Teacher Training College system which will be replaced by the 3-year Senior Secondary.

Diagrammatically, the new 6-3-3-4 system is illustrated below:



1. Education mainly as Scoial Service
2. Education mainly for Manpower and Economic Development

J.S. - Junior Secondary School
S.S. - Senior Secondary School
(T) - Technical bias
(V) - Vocational bias
(C) - Commercial bias
* - SS(V) and SKILL CENTRES could be integrated
NOTE: - Figures in the boxes indicate the duration of education for the particular level.

2. EXAMINATIONS

Public examinations are held at the end of both the primary and Secondar school courses. The States, through the Ministries of Education, conduct the First School Leaving Examination. Most of the other public examinations are conducted by the West African Examinations Council (WAEC) which is the statutory body charged with the responsibility for the examinations required in the public interest, conducting such examinations and awarding certificates Among the examinations conducted by the council are the West African School Certificate/General Certificate of Education (O-Level) and the Higher School Certificate which have been taken over from British examining bodies.

Students who attend Trade Centres or Technical Institutes take the West African Examinations Council's technical examinations which are at preser mostly being run in conjunction with the City and Guilds of London Institute but will soon be taken over by W.A.E.C. Single subject examinations in commercial subjects are also taken by this category of students.

At the post-secondary level, courses lead to the Ordinary or Higher Diploma examinations in the areas of Accounting, Secretaryship, Business Studies, etc.

Degrees and Diplomas are awarded by the Universities to candidates who succeed in the appropriate examinations conducted by the different University examining bodies.

3. EDUCATIONAL REFORMS AND INNOVATIONS

(i) Much of these have been covered in the section on New Orientation.

(ii) A broader curriculum is envisaged for the secondary school which will include an expansion of vocational or job-oriented programmes.

(iii) A significant educational innovation is the setting up of the National Teacher Institute for the upgrading and up-dating of teachers through correspondence tutorial methods.

(iv) A National Book Development Council has been established to encourage and advance indigenous expertise in the production of books for the nation's education tasks.

(v) A Board for Adult education has been set up to advise on Programmes for adult literacy.

4. MAJOR EDUCATIONAL PROBLEMS

In spite of the Government's efforts to democratise education, there are still many problems. These include:

(i) Shortage of trained teachers

(ii) The problem of illiteracy particulary with the large number of people who have exceeded the age limit for formal education.

(iii) The structural imbalance between the different levels of education. Thus, while 90 per cent of students enrolled in the formal school system are in primary schools, only about 10 percent are in secondary and tertiary institutions.

(iv) The education of the handicapped.

5. DOCUMENTARY REFERENCES

(i) The Federal Republic of Nigeria - "National Policy on Education."

(ii) Recurrent and Capital Estimates of the Government of the Federal Republic of Nigeria 1973/74.

(iii) Recurrent and Capital Estimates of the Government of the Federal Republic of Nigeria 1974/75.

(iv) Recurrent and Capital Estimates of the Government of the Federal Republic of Nigerian 1975/76.

(v) Recurrent and Capital Estimates of the Government of the Federal Republic of Nigeria 1976/77.

(vi) Federal Republic of Nigeria - "Third National Development Plan 1975-80" Volumes I and II.

APPENDIX ONE

ENROLMENT

LEVEL OF EDUCATION	PREVIOUS ENROLMENT				ENROLMENT TARGET
	1960	1964	1971	1973	1975-80
PRIMARY SCHOOLS	2,912,618	2,849,488	3,894,539	4,746,808	11,521,500
SECONDARY SCHOOLS	135,364	205,002	343,313	448,904	1,555,180
TECHNICAL AND VOCATIONAL SCHOOLS	5,037	7,702	15,590	22,588	117,686
TEACHER TRAINING COLLEGES	27,908	31,054	38,095	46,951	234,680
UNIVERSITIES	1,395	6,719	14,371	23,173	53,000

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